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ABSTRACT

A survey was made of Illinois Vocational education personnel in six high schools, six area vocational centers, and three junior colleges to review the qualifications, needs, difficulties, and working conditions of vocational education personnel and to assess ways in which other educational agencies might assist in upgrading the qualifications of vocational education personnel in occupational programs. Data were collected using two questionnaires. One questionnaire, which was completed by each school's vocational education director, sought information about certification, length of tenure, teaching, counseling, administrative, and service responsibilities, while the second questionnaire, which was completed by teachers, counselors, and directors, yielded information on educational background, occupational experience, education and guidance courses, and needs and difficulties encountered in acquiring additional credit in occupational experience. Usable return from 339 of the 359 respondents revealed that (1) Traditional salary schedules were not constructed to reward productivity, (2) Occupational experience was viewed by administrators as being extremely important for an occupational teacher, (3) There was a trend for the high school to look to the area vocational center to assume much of the responsibility of providing occupational training, and (4) The vocational education personnel were mainly interested in vocational guidance, curriculum building, and technical courses. (SB)

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A Survey Study of Selected Illinois Vocational Educational Personnel: Qualifications, Needs, Trends and Implications.

Conducted for the

State of Illinois Advisory Council on Vocational Education

222 South College, Springfield, Illinois

Submitted by:

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Mid State Educational Consultants

August, 1972

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Mid State
Educational Consultants
RESEARCH • PLANNING • EVALUATION • STAFF DEVELOPMENT

Survey study of:

SELECTED ILLINOIS VOCATIONAL EDUCATION PERSONNEL: QUALIFICATIONS, NEEDS, TRENDS AND IMPLICATIONS

by George W. Forgey

Conducted for the State of Illinois
Advisory Council on Vocational Education

A Final Report

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PREFACE

This report is filed with the State of Illinois Advisory Council on Vocational Education to fulfill a contract signed by Mid State Educational Consultants April 3, 1972.

This report consists of seven sections. Each of the first five sections contains information specific to a problem area related to vocational education personnel and occupational programs. The problem areas were formulated and specified in the contract by the State of Illinois Advisory Council on Vocational Education.

The nature of the problem areas and the data available defied concise solution statements due to nonexistent quantifiable criteria, for example, performance ratings, whereby effective educational outcomes could be measured.

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INTRODUCTION

The purposes of this study were to review the qualifications, needs, difficulties and working conditions of vocational educational personnel in selected high schools, area vocational centers and junior colleges. Further, this study attempted to assess ways in which other educational agencies might assist in upgrading the qualifications of vocational education personnel in occupational programs.

Vocational education personnel included in this study met the following criteria: 1) personnel administering, teaching or providing guidance counseling services for students in reimbursable occupational programs, 2) personnel working under contract with their respective schools, and 3) personnel included under the teacher tenure laws of Illinois. In effect, these criteria excluded those people who might teach an adult school for a few evenings each year or conduct a workshop of short duration.

The schools selected for this study included six high schools, six area vocational centers and three junior colleges. The high schools in this study represented township, dual and unit school districts. The number of vocational education personnel, as defined above, in these schools ranged from three to 76 per school. Two of these schools had a unique arrangement whereby the vocational education programs were combined for administrative purposes. These schools saved the best occupational programs of each

school and transported the students when necessary for most efficient utilization of teacher time and facilities.

The six area vocational centers selected for this study represented area vocational centers just getting into operation and those that were well established. The types of occupational programs offered were similar in all centers. Geographically, all areas of the state were represented in this sample.

Three junior colleges were selected on the basis of location, size and number of occupational programs offered. In addition, length of time the colleges had been in operation was considered. Two of the colleges were in operation prior to 1965 and one had been in operation for less than four years.

METHODOLOGY

The data for this study were gathered using two questionnaires. Each school's vocational education director was contacted by a consultant who discussed the questionnaires and the purposes of the study. The director completed one questionnaire which called for information about certification, length of tenure, teaching, counseling, administrative and service responsibilities. The second questionnaire was completed by the teachers, counselors and directors. The director instructed the teachers and counselors in the use of the questionnaire. The personnel

were instructed to return the completed questionnaire to the director who in turn mailed them to the research team. This questionnaire yielded information relative to formal education background, occupational experience, needs and difficulties encountered in acquiring additional credit in occupational experience, education and guidance courses.

This procedure resulted in 339 completed returns from 359 people. This represented a 94.42 per cent return, Table 1. In addition, twelve returns were partially usable but could not be considered complete.

TABLE 1

QUESTIONNAIRE RETURNS BY TYPE OF SCHOOL

School	Number of Personnel*	Number of Completed Returns	Per Cent
High Schools	142	125	88.03
Area Vocational Centers	122	119	97.54
Junior Colleges	95	95	100.00
Total	359	339	94.42

*Number of vocational education personnel reported by schools

DELIMITATIONS

1. The nigh schools, area vocational centers and junior colleges in the Chicago System were excluded from tnis study.

2. The time interval between the granting of tne researcn contract and tne end of the 1971-72 school year was approximately two months. Tnus, fifteen schools nad to be contacted in a two-montn period in order to gatner data from teacners and counselors before they left for vacations or summer employment. This accounted for some possible misinterpretation of the questionnaires since consultants did not nave time to meet with each group of teacners and counselors.

3. Certification is not required of junior college personnel; however, some did nave certification and were included in tnis part of the report along with nigh scnool and area vocation center personnel.

ORGANIZATION OF THE REPORT

There were seven sections of the report; each of the first five sections dealt witn a particular problem or set of problems as follows:

I. Types of personnel in vocational education and the programs in wnich they were involved.

II. Occupational experience of vocational education personnel; qualifications being evaluated; persons responsible for evaluations; evaluation methods; and frequency of evaluations.

III. Trends, in the sample areas, in the types of personnel being employed.

IV. Conditions which may affect the success of personnel in their educational careers.

V. Implications for other agencies in determining and upgrading the qualifications of all personnel in vocational education.

VI. Findings

VII. Recommendations

I. TYPES OF PERSONNEL IN VOCATIONAL EDUCATION AND THE PROGRAMS IN WHICH THEY WERE INVOLVED.

Table 2 revealed that only one person in the high schools had less than a bachelor degree. There were sixteen people in area vocational centers and sixteen in junior colleges with less than the bachelor degree. One hundred sixty-three people or 46.6 per cent of all personnel in this study had earned the master degree. There were 22 specialist and five doctoral degrees.

A variety of occupational programs were served by the teachers in this study, table 3. Business and business related courses accounted for 16.8% of the teaching positions. Courses in industrial technology and industry related courses represented approximately 25% of the positions. There were 40 people, 11% involved in nursing and health related occupation programs.

In addition to their primary educational functions, many teachers and counselors served their schools in the areas of administration, service, adult education and other teaching responsibilities, table 4. Other teaching responsibilities were fulfilled by approximately 21% of the teachers and counselors. Other teaching responsibilities were those teaching functions assigned in addition to the teacher or counselor role in occupational programs. Administrative services were those services of an administrative nature performed in addition to the primary teaching or counseling assignment. As seen in table 4, two

TABLE 2

NUMBER AND TYPE OF DEGREES EARNED BY OCCUPATIONAL TEACHERS, COUNSELORS AND DIRECTORS IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES

Degree	Occupational Teachers		Vocational Counselors		Directors	
	No.	%	No.	%	No.	%
			High Schools			
Less than Bachelor	1	.8	0	0	0	0
Bachelor	47	37.0	1	10	0	0
Master	56	44.1	8	80	5	100
Specialist	6	4.7	1	10	0	0
Doctor	0	0.0	0	0	0	0
Unknown	17	13.4	0	0	0	0
Total	127		10		5	
			Area Vocational Centers			
Less than Bachelor	16	14.5	0	0	0	0
Bachelor	43	39.1	1	16.7	0	0
Master	40	36.4	3	50.0	6	100
Specialist	8	7.3	2	33.3	0	0
Doctor	0	0	0	0	0	0
Unknown	3	2.7	0	0	0	0
Total	110	100.0	6	100.0	6	100.0
			Junior Colleges			
Less than Bachelor	16	18.0	0	0	0	0
Bachelor	19	21.3	1	33.3	0	0
Master	45	50.6	1	33.3	2	66.7
Specialist	5	5.6	0	0	0	0
Doctor	4	4.5	0	0	1	33.3
Unknown	0	0	1	33.3	0	0
Total	89	100.0	3	99.9	3	100.0
GRAND TOTAL	326		19		14	

TABLE 3

OCCUPATIONAL PROGRAMS IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES

Program	Number of Personnel	%
Business Education, Secretarial Practice, Office Occupations and Accounting	58	16.8
Practical Nursing	29	8.4
Auto Tecnnology	22	6.4
Coordinators (E.E., D.O., Nursing, Agriculture)	22	6.4
Agriculture Occupations	21	6.1
Electronics	19	5.5
Cooperative Education (CWT)	15	4.3
Home Economics and Quantity Foods	15	4.3
Data Processing	12	3.5
Drafting	11	3.2
Health Occupations	10	2.9
Industrial Arts	9	2.6
Welding	9	2.6
Metal Trades	9	2.6
Graphic Arts	7	2.0
Building & Trades	6	1.7
Aviation Technology	6	1.7

TABLE 3 - continued

Program	Number	%
Industrial Cooperative Education	5	1.4
Prevocational Coordinator	3	.9
English	3	.9
Police work	2	.6
Child care	2	.6
One each in Civil Technology, Mechanical Specialization, Power, Woods, Commercial Art, Special Education, Law Enforcement Administration, and Radiologic Technology	10	2.9
Directors	14	4.0
Counselors	19	5.4
Department Heads	8	2.3
Total	346	100

TABLE 4

RESPONSIBILITIES FULFILLED BY VOCATIONAL EDUCATION PERSONNEL IN ADDITION TO PRIMARY EDUCATIONAL RESPONSIBILITY

Other Responsibility	Number	Percent of Total
	Teachers	
None	162	49.7
Administrative	12	3.7
Service	85	26.1
Adult Education	0	----
Other Teaching	67	20.5
Total	326	100
	Counselors	
None	10	52.6
Administrative	2	10.5
Service	2	10.5
Adult Education	1	5.3
Other Teaching	4	21.1
Total	19	100
	Directors	
None	5	35.7
Administrative	2	14.3
Service	2	14.3
Adult Education	3	21.4
Other Teaching	2	14.3
Total	14	100

occupational program directors, as well as fourteen teachers and counselors, served as administrators of other educational programs. Service included those assignments involving committee work, advisers to school clubs and organizations.

CERTIFICATION

Teacher certification has been practiced in Illinois since 1929. The purpose of teacher certification was to ensure the people of Illinois that the teachers serving them evidenced certain moral, physical and academic standards. These standards were prescribed by the General Assembly and the Superintendent of Public Instruction in consultation with the State Teachers' Certification Board and the advisement of appropriate state governing boards.

The teaching certificates issued teachers, counselors and directors in the high schools, area vocational centers and junior colleges in this study were recorded in Table 5. It should be noted that junior college personnel were not under the jurisdiction of the Teacher Certification Board. Since 1969 junior college personnel have been considered as higher education personnel. Prior to 1965 junior colleges were often administered by the local high school district and junior college personnel taught in both the junior college and the high school. Thus, many of the junior college personnel in this study had high school

certification and junior college certification. The minimum requirements for state certificates were appended to this report, Appendix A, p. 78. Many of the certificates listed in Table 5 are no longer issued by the State Teachers' Certification Board.

TABLE 5

TYPES OF TEACHING CERTIFICATION OF VOCATIONAL EDUCATION PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES

Type of Certificate	Per Cent
High School	63.6
Special	15.0
Ltd. All Grade Supervisory	7.1
Life High School	2.9
Ltd. Supervisory (K-14)	2.9
Provisional Vocational	1.4
Life General Supervisory (K-14)	1.4
Vocational	.7
Provisional Special	.7
Administrative	.7
Others	3.6
Total	100.0

Provisional vocational certificates were held by 1.4 per cent of the teachers in this study. There was a total of 943 provisional vocational certificates issued by the State Teachers' Certification Board during the academic years 1960-61 through 1970-71,[1] Table 6.

TABLE 6

PROVISIONAL VOCATIONAL CERTIFICATES ISSUED BY THE ILLINOIS STATE TEACHERS' CERTIFICATION BOARD FROM JULY 1, 1960 TO JULY 1, 1972*

Year	Number
1960-61	7
1961-62	18
1962-63	16
1963-64	60
1964-65	110
1965-66	134
1966-67	109
1967-68	133
1968-69	130
1969-70	113
1970-71	113
Total	943

*Data supplied by the Illinois State Teachers' Certification Board. Data for 1971-72 was not available at the time of this writing.

The following was included in this report due to the intense interest and anxieties created by the new amendment to The School Code.

Illinois Public Act 77-1184, Senate Bill 276 amended Section 21-10 of "The School Code" to read as follows:

> "The requirements for a provisional vocational certificate shall be determined by the Superintendent of Public Instruction in combination with the State Teacher Certification Board: provided, the following minimum requirements are met: (1) after July 1, 1972, at least 30 semester hours of credit from a recognized institution of higher learning; and (2) after July 1, 1974, at least 60 semester hours of credit from a recognized institution of higher learning. The courses offered as a basis for the issuance of the provisional vocational certificate shall be approved by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board."[2]

Applications for provisional vocational certificates are reviewed by the Vocational and Technical Education Division of the State of Illinois Board of Vocational Education and Rehabilitation. This office serves an advisory function for the State Teachers' Certification Board for certification of vocational teachers. The minimum requirements of personnel[3]:

A. Local Director

1. Administrative Competency

   Competencies shall include administrative leadership, budgeting, curriculum development and evaluation.

2. Professional Experience

   Two (2) years experience in a vocational and/or technical education program as a teacher, supervisor, administrator or comparable experience in education, business and/or industry.

3. Professional Education

An appropriate valid State Supervisory Certificate (Secondary only).

4. Employment Experience

One year (2000 hours) employment experience in an occupational field.

5. In-Service Education

Administrative personnel shall participate in relevant workshops and seminars sponsored by the State Board in order to reinforce their administrative competencies.

6. Alternate Qualifications

An applicant for the position of local director who possesses a deficiency in any of the above qualifications except 3, may be granted annual approval on the basis of a recommendation by the local chief school administrator and shall be justified as a part of the local education agency's application for program approval.

B. Local Assistant Director

Same as A - 1, 2, 3, 4, 5, 6.

C. Local Supervisor

1. Supervisory Competency

Competency shall include educational leadership, successful classroom teaching experience, and methods and techniques of occupational instruction.

2. Professional Experience

Two (2) years teaching experience in vocational and technical education programs or comparable experience in education, business and/or industry.

3. Professional Education

An appropriate valid State Supervisory Certificate (Secondary only).

4. Employment Experience

One year (2000 hours) employment experience in an occupational speciality or related subject matter areas.

5. In-Service Education

Supervisory personnel shall participate in relevant workshops and seminars sponsored by the State Board in order to reinforce their supervisory competencies.

6. Alternate Qualifications

An applicant for the position of local supervisor who possesses a deficiency in any of the above qualifications except 3, may be granted annual approval on the basis of a recommendation by the local chief school administrator and shall be justified as a part of the local education agency's application for program approval.

D. Local Vocational Guidance Coordinator

1. Professional Competency

Competencies shall include educational leadership in programs of vocational guidance relative to current occupational information, employment opportunities, and training educational opportunities for persons entering and involved in the world of work.

2. Professional Education

An appropriate valid certificate (Secondary only).

3. Employment Experience

One year (2000 hours) employment experience other than teaching or counseling.

4. In-Service Education

Guidance coordinators shall participate in relevant workshops and seminars sponsored by the State Board in order to reinforce their vocational guidance competencies.

5. Alternate Qualifications

An applicant for the position of vocational guidance coordinator who possesses a deficiency in any of the above qualifications except 2, may be granted annual approval on the basis of the recommendation by the local chief school administrator and shall be justified as a part of the local education agency's application for program approval.

E. Instructor

1. Professional Competency

Preparation shall include course organization, preparation of instructional materials, methods and techniques of instruction in speciality areas.

2. Professional Education

An appropriate valid teaching certificate (Secondary only).

3. Employment Experience

One year (2000 hours) employment experience in the occupational speciality to be taught.

4. Compliance with Legal, Governmental and Professional Requirements

For those occupations in which employment or training is regulated by law or licensure, such laws and licensing requirements shall take precedence over sections E - 1 and 3.

5. In-Service

Instructors shall participate in relevant workshops and seminars sponsored by the State Board in order to reinforce their professional competencies.

6. Alternate Qualifications

An applicant for the position of instructor who possesses a deficiency in any of the above qualifications except 2 and 4 may be granted annual approval on the basis of the recommendation by the local chief school administrator and shall be justified as a part of the local education agency's application for program approval.

The problem that vocational program administrators and school superintendents should be aware of is the incompatibility of provisional vocational certificate requirements and school recognition requirements. That is, a teacher may meet the requirements for a provisional vocational certificate but lack the necessary subject area credit for recognition. Those hiring vocational personnel should check credentials with both the State Teachers' Certification Board and the School Evaluation, Supervision and Recognition Division of the Office of the State Superintendent of Public Instruction.

EXPERIENCE

Tables 7, 8, and 9 recorded the number of years teachers, counselors and directors, respectively, had been employed in their present position and the number of years of total teaching experience. Many of the vocational education personnel reported more years of experience in their present position than the school had been in operation. This was especially true for area vocational centers and junior college personnel. In those instances the personnel were probably employed initially by the local high school district then moved to the newly organized area vocational center or junior college located in the same city.

TABLE 7

YEARS IN PRESENT TEACHING POSITION AND TOTAL TEACHING EXPERIENCE FOR HIGH SCHOOL, AREA VOCATIONAL CENTER AND JUNIOR COLLEGE TEACHERS

	Teachers											
	Present Teaching Position						Total Teaching Experience					
Years	High Schools		Area Voc. Centers		Junior Colleges		High Schools		Area Voc. Centers		Junior Colleges	
	N	%	N	%	N	%	N	%	N	%	N	%
1	14	10.7	28	25.9	16	19.0	11	8.5	12	11.1	1	1.2
2	20	15.4	29	26.9	25	29.8	12	9.2	11	10.2	10	11.9
3	21	16.2	17	15.7	14	16.7	8	6.1	9	8.3	6	7.1
4	10	7.7	11	10.2	9	10.7	9	7.0	11	10.2	14	16.7
5	12	9.2	10	9.3	15	17.8	9	7.0	6	5.6	6	7.1
6-10	21	16.2	4	3.6	5	6.0	27	20.7	27	25.0	16	19.0
11-20	24	18.3	6	5.6	0	0	30	23.1	19	17.6	25	29.8
21-30	7	5.4	3	2.8	0	0	12	9.2	11	10.2	4	4.8
over 30	1	.8	0	0	0	0	12	9.2	2	1.8	2	2.4
Total	130	100.0	108	100.0	84	100.0	130	100.0	108	100.0	84	100.0
Mean	7.2		3.8		3		11.3		8.8		9.4	

TABLE 8

YEARS IN PRESENT TEACHING POSITION AND TOTAL TEACHING EXPERIENCE FOR HIGH SCHOOL, AREA VOCATIONAL CENTER AND JUNIOR COLLEGE COUNSELORS

	Counselors											
	Present Teaching Position						Total Teaching Experience					
Years	High Schools		Area Voc. Centers		Junior Colleges		High Schools		Area Voc. Centers		Junior Colleges	
	N	%	N	%	N	%	N	%	N	%	N	%
1	0	0	1	16.7	1	33.3	0	0	0	0	1	33.3
2	0	0	1	16.7	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0
4	2	20	1	16.7	0	0	1	10	0	0	0	0
5	2	20	0	0	1	33.3	0	0	0	0	1	33.3
6-10	2	20	2	33.3	0	0	2	20	2	33.3	0	0
11-20	1	10	1	16.7	0	0	4	40	4	66.7	1	33.3
21-30	0	0	0	0	0	0	0	0	0	0	0	0
over 30	0	0	0	0	0	0	0	0	0	0	0	0
no response	3	30	0	0	1	33.3	3	30	3	30	0	0
Total	10	100	6	100	3	99.9	10	100	6	100	3	99.9
Mean	7.3		5.8		3		10.3		12		8.7	

TABLE 9

YEARS IN PRESENT TEACHING POSITION AND TOTAL TEACHING EXPERIENCE FOR HIGH SCHOOL, AREA VOCATIONAL CENTER AND JUNIOR COLLEGE DIRECTORS

	Directors									
	Present Teaching Position						Total Teaching Experience			
Years	High Schools		Area Voc. Centers		Junior Colleges		High Schools		Area Voc. Centers		Junior Colleges	
	N	%	N	%	N	%	N	%	N	%	N	%
1	0	0	4	66.7	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	1	33.3	0	0	0	0	0	0
4.	0	0	1	16.6	1	33.3	0	0	0	0	0	0
5	1	20	0	0	1	33.3	0	0	0	0	0	0
6-10	0	0	1	16.6	0	0	1	20	0	0	0	0
11-20	1	20	0	0	0	0	0	0	1	16.7	3	100
21-30	1	20	0	0	0	0	2	40	5	83.3	0	0
over 30	0	0	0	0	0	0	0	0	0	0	0	0
no response	2	40	0	0	0	0	2	40	0	0	0	0
Total	5	100	6	100	3	100	5	100	6	100	3	100
Mean	14.3		2.3		4		18.7		22.2		19.5	

TEACHING LOAD

Student load, average number of students taught by one teacher during a quarter or semester, was reported in Table 10. The average number of students per teacher was 69.32 for high schools, 37.87 for area vocational centers and 60.05 for junior colleges.

Table 11 presented information relative to the number of class hours spent per week per teachers in actual teaching activities. The average number of class hours per teacher in high schools was 21.5, area vocational centers 21.18, and junior colleges 17.33.

TABLE 10

STUDENT LOAD PER TEACHER
BY TYPE OF SCHOOL

Students	High Schools		Area Vocational Centers		Junior Colleges	
	No.	%	No.	%	No.	%
Less than 25	3	2.3	28	25.9	10	13.1
25 - 50	40	30.8	59	54.6	24	31.5
51 - 75	26	20.0	19	17.6	13	17.2
76 - 95	18	13.8	2	1.9	13	17.2
Over 95	43	33.1	0		16	21.0
Total	130		108		76	
Mean	69.32		37.87		60.05	
Standard deviation	26.72		17.36		29.6	

TABLE 11

CLASS HOURS PER WEEK PER TEACHER
BY TYPE OF SCHOOL

Class Hours	High School		Area Vocational Center		Junior College	
	No.	%	No.	%	No.	%
Less than 11	24	18.5	21	19.4	11	13.9
11 - 20	27	20.8	32	29.6	53	67.1
21 - 26	34	26.1	34	31.5	8	10.1
27 - 35	45	34.6	19	17.6	4	5.1
Over 35	0		2	1.9	3	3.8
Total	130		108		79	
Mean	21.5		21.18		17.33	
Standard deviation	7.35		8.61		7.72	

ACADEMIC DEGREES AND PROGRAMS

Nearly sixty per cent of the personnel in this study were involved in the following programs: 1) business and business related, 2) industrial technology and industry related, 3) agriculture and agriculture related, 4) nursing and health occupations programs. The listing below indicated the latest degree (type of) earned for those people involved in the programs categorized above. (The description of the degree was that given by the subject.)

Business and Business Related

Business Administration
Administration
Business Education
Cooperative Office Occupations
Education
Home Economics
Industrial Arts
Economics
Mathematics
Meterology

Industrial Technology and Industry Related

Administration
Industrial Arts
Guidance and Counseling
Special Education
Art
Industrial Education
Vocational Education
Graphic Arts
Auto Technology
Mathematics
Engineering
Science
Photography

Agriculture and Agriculture Related

Educational Administration
Agriculture
Education

Nursing and Health Occupations

Educational Administration
Nursing
Health Occupations
Education

The latest degree (type of) earned by Directors and Department Heads were:

Industrial Arts
Educational Administration
Education
Agriculture
Industrial Education
Higher Education Administration
Vocational Administration
Guidance
Zoology
English

Tne latest degree (type of) earned by Coordinators were:

Guidance and Counseling
Home Economics
Special Education
Social Science
Cooperative Office Occupations
Vocational Education
Industrial Arts
Nursing
Educational Administration
Education
Industrial Education
Physical Education
Medical Technology
Higher Education

The latest degree (type of) earned by Guidance Personnel were:

Guidance and Counseling
Educational Administration
Physical Education
Political Science

The people in tne above program areas received their occupational experience in tne following occupations. (The occupation description given by tne subject was used.)

Business and Business Related

Sales and Service
Food Distribution
Restaurant Manager
Bookkeeper
Accountant
Office Worker
Military
Data Processing
Banking
Grocery Business
Salesman

Industrial Technology and Industry Related

Printer
Graphic arts
Draftsman
Metalwork
Carpenter
Sales and Service
Auto Mechanic
Mechanical Engineer
Recreation Supervisor
Funeral service
Laborer
Oil field worker
Truck driver
Welder
Construction work
Electronics
Heating and Air Conditioning
Military
Aviation
Aviation Mechanic

Nursing and Health Occupations

Nursing
Hospital Administrator
Food Distribution

Agriculture and Agriculture Related

Farm Equipment Dealer
Sales and Service
Farming
Tractor Mechanic
Greenhouse Business
Horticulture and Turf Management

Types of occupations in which coordinators received their occupational experience:

Farm Equipment dealer
Sales and Service
Nursing
Recreation supervisor
Metal worker
Carpenter

Office worker	Grocery Business
Construction worker	Aviation Mechanic
Salesman	Medical Technician

Types of occupations in which Directors received their occupational experience:

Sales and Service	Farming
Food Distribution	Draftsman
Metal worker	Carpenter
Factory worker	Tractor mechanic
Construction worker	Cabinetmaker

SUMMARY COMMENTS

There were 33 nondegree people teaching in the schools included in this study. Thirty-two of these were teaching in area vocational centers and junior colleges. This reflected the trend of hiring people with expertise in occupational areas, from the world-of-work, to teach occupational courses.

The change in provisional vocational certificates effected by the new amendment to The School Code which went into effect July 1, 1972 created grave concerns on the part of vocational education personnel. The only change in the requirements was that now, 30 semester hours of credit from a recognized institution of higher education is required. The law was not retroactive, therefore, teachers previously holding a provisional vocational certificate were not affected. The problem with provisional vocational certificates was that an applicant might meet the minimum requirements of this certificate but lack the necessary subject area credit for recognition by the Division of School Evaluation, Supervision and Recognition, OSPI.

Twenty-eight teachers in this study had provisional vocational certificates. These people taught in high schools and area vocational centers. Junior college people have not been required to gain certification since 1969.

The average number of years in present teaching position for high school personnel was 7.2 for teachers, 7.3 for counselors and 14.3 for directors. The average number of years in present position for area vocational center personnel was 3.8 for teachers, 5.8 for counselors and 2.3 for directors. The average number of years in present teaching position for junior college personnel was 3.0 for teachers, 3.0 for counselors and 4.0 for directors.

The average number of years of total teaching experience for high school personnel was 11.3 for teachers, 10.3 for counselors and 18.7 for directors. For area vocational center personnel total teaching experience averaged 8.8 years for teachers, 12.0 years for counselors and 22.2 years for directors. The average number of years of total teaching experience for junior college personnel was 9.4 for teachers, 8.7 for counselors and 19.5 for directors.

The average student load per teacher was: high school 69.32, area vocational center 37.87, and junior college 60.05.

The average number of class hours per week per teacher was: high school 21.5, area vocational center 21.18, and junior college 17.33.

II. OCCUPATIONAL EXPERIENCE OF VOCATIONAL EDUCATION PERSONNEL; QUALIFICATIONS BEING EVALUATED; PERSONS RESPONSIBLE FOR EVALUATION; EVALUATION METHODS; AND FREQUENCY OF EVALUATIONS.

Guidelines stating minimum qualifications of vocational occupational teachers, counselors and directors recommended 2,000 hours of occupational experience. (see guidelines pp. 14-17) This would be equivalent to one year (50 weeks of 40 work hours each and two weeks of vacation time). With this guideline in mind, 8.4 per cent of the teachers, 10.5 per cent of the counselors and 7.1 per cent of the directors met the minimum amount of occupational experience recommended, Table 12. Nearly, 80 per cent of the teachers, 62 per cent of the counselors and 93 per cent of the directors exceeded the minimum. This study found that 11.7 per cent of the teachers and 31.6 per cent of the counselors had no occupational experience.

The subjects in this study were requested to indicate the level of responsibility they had during their occupational experience. They were then placed in one of the following categories: laborer, owner-operator, manager-supervisor, or other. Laborer had no management or supervisory responsibility. Owner-operator included those who were self-employed or owned and operated their own business. The owner-operator usually had some employees to supervise. The manager-supervisor operated a business or some phase of a business and supervised employees for the owners. The "other"

TABLE 12

YEARS OF OCCUPATIONAL EXPERIENCE FOR TEACHERS, COUNSELORS AND DIRECTORS OF OCCUPATIONAL PROGRAMS

Years	Teachers		Counselors		Directors	
	N	%	N	%	N	%
None	36	11.7	6	31.6	0	--
1	26	8.4	2	10.5	1	7.1
2	50	16.2	2	10.5	6	42.9
3	21	6.8	2	10.5	0	--
4	25	8.1	0	--	0	--
5	22	7.1	0	--	2	14.3
6-10	60	19.4	3	15.8	2	14.3
11-20	55	17.8	3	15.8	2	14.3
over 20	14	4.5	1	5.5	1	7.1
Total	309	100.0	19	99.9	14	100.0

category was included for those who did not fit conveniently into the otner classes. A typical example was a consultant or an attorney.

Table 13 indicated that 48.8 per cent of the teachers, 40 per cent of the counselors and 60 per cent of the directors of high school occupational programs gained their occupational experience as laborers. For area vocational centers, 40.9 per cent of the teachers, 16.7 per cent of the counselors and 33.3 per cent of the directors were laborers in their occupational experience. Many junior college personnel received their occupational experience as laborers. Many subjects reported that they received their occupational experience working as laborers on a part-time basis, usually in summer employment.

Management and supervisory positions accounted for 22.8 per cent of the teachers, 10 per cent of the counselors and 0 per cent of the directors of high school occupational programs. A larger percentage of the teachers, counselors and directors in area vocational centers and junior colleges had management or supervisory positions in their occupational work experience.

EVALUATION OF QUALIFICATIONS

The evaluation of vocational education personnel's qualifications was observed to be most active during the initial hiring process. The following criteria were given for selecting and promoting occupational personnel (the number of observations for each criteria item appears in the parentheses following the item):

--Educational Training (4)

--Experience (4)

--Present employee of the school system (3)

--Personal references (2)

--Performance (2)

--None (2)

--Certification (1)

--Employment record (1)

--Interest and attitude toward vocational education (1)

--Success (1)

--Working and teaching relationships with vocational students (1)

TABLE 13

LEVEL OF RESPONSIBILITY IN OCCUPATIONAL WORK EXPERIENCE FOR TEACHERS, COUNSELORS AND DIRECTORS IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES

Level of Responsibility	High Schools		Area Vocational Centers		Junior Colleges	
	N	%	N	%	N	%
Teachers						
None or no response	32	25.2	14	12.7	8	9.0
Laborer	62	48.8	45	40.9	29	32.6
Owner-operator	4	3.1	10	9.1	4	4.5
Manager or Supervisor	29	22.8	40	36.4	47	52.8
Other	0	0	1	.9	1	1.1
Total	127	100	110	100	89	100
Counselors						
None or no response	5	50.0	1	16.7	1	33.3
Laborer	4	40.0	1	16.7	1	33.3
Owner-operator	0	0	2	33.3	0	0
Manager or Supervisor	1	10.0	2	33.3	1	33.3
Other	0	0	0	0	0	0
Total	10	100	6	100	3	99.9
Directors						
None or no response	2	40.0	0	0	0	0
Laborer	3	60.0	2	33.3	0	0
Owner-operator	0	0	0	0	0	0
Manager or Supervisor	0	0	4	66.7	2	66.7
Other	0	0	0	0	1	33.3
Total	5	100	6	100	3	100

METHODS OF EVALUATION

Qualifications of personnel were evaluated by directors, department chairmen, principals and assistant principals. Only one-third of the administrators indicated that evaluation of qualifications were being performed. The evaluations, when performed, were on a yearly basis with the exception of one school where the evaluation process was performed on a semester basis.

For the purpose of determining salary, administrators reported the following methods (the number of observations for each method appears in the parentheses following the method):

--Salary schedule established through negotiations between teacners' associations (or unions) and the board of education (4)

--Salary schedule (8)

--Index type salary schedule (2)

--Salary schedule for both industrial experience and formal education (1)

Various methods were given for placing occupational teachers and counselors on the salary schedule. One area vocational center reported that each year of trade or work experience, up to three years, counted the same as a year of teaching. Another area vocational center has given vocational personnel a maximum of two years credit on the salary schedule for occupational experience. Another area vocational center gave counselors 200 dollars more than

teachers and permitted vocational teachers to use experience as a basis for steps on the schedule. This school gave degree personnel credit for occupational experience up to eight years. Nondegree personnel had four-year apprenticeship time deducted to place them on the salary schedule at the bachelor degree level. They then advanced one step on the salary schedule for each two additional years of occupational experience thereafter. One junior college had a salary schedule which gave one year of credit for one year of teaching and two years of credit for each year of occupational experience.

SUMMARY COMMENTS

It is conceivable that many types of occupational experiences add little to an employee's bank of occupational skills that will help in his professional career. Further, the level of responsibility an employee had in his occupational experience can be misleading. The real educational worth of occupational experience is the applicability of the skills learned to the person's present teaching area.

The value of occupational experience can never be known until governing boards, vocational people and the clientele they serve agree on occupational goals. Further, the goals must be in quantifiable terms which lend themselves to measurement. At this point competencies which lead to goal

attainment can be identified and occupational experiences selected which will produce these competencies.

In the evaluation of vocational personnel for selection, promotion and salary increases, only two schools mentioned performance. Productivity was suggested by one director as an area in which his school should be giving consideration. The most just way of dealing with vocational personnel and the taxpayers would be to base promotions and salaries on productivity. The problem is that education at all levels has never really come to grips with this knotty problem. The solution to this problem is a must.

III. TRENDS, IN THE SAMPLE AREAS, IN THE TYPES OF PERSONNEL BEING EMPLOYED.

PROVISIONAL VOCATIONAL CERTIFICATES

The number of provisional vocational certificates during the early 1960's showed a definite upward trend, Table 6, page 13. Since 1967 the number of provisional vocational certificates declined. The number of certificates issued does not necessarily mean that all persons receiving them are engaged in full-time teaching. However, with the July 1, 1972 enactment of the new amendment to Section 21-10 of the School Code the number of such certificates will most likely decline. Personnel in the office of the State Teachers' Certification Board concurred with this opinion.

To receive a provisional vocational certificate, beginning July 1, 1972, a teacher must have 30 semester hours of college credit from a recognized institution of higher education. Beginning July 1, 1974, 60 semester hours of college credit will be required.

A teacher desiring a provisional vocational certificate must submit an application form, signed by the applicant, the superintendent of the employing district and the superintendent of the educational service region. This application is submitted to the State Certification Board, 212 East Monroe, Springfield, Illinois. The Division of Vocational and Technical Education acts in an advisory role to the State Certification Board on all such applications. The only change in the provisional vocational certificate as of

July 1, 1972 was the addition of the 30 semester hours of college credit from a recognized institution of higher education.

Teachers who were issued a provisional vocational certificate prior to July 1, 1972 will not be affected. The new law is not retroactive. There were 28 provisional vocational certificated teachers in this study, Table 14.

LOCAL CONTROL

Since 1969 local school superintendents have had more latitude in the selection of vocational education personnel. The requirements for vocational educational personnel certification were reported previously, pp. 14-17.

There is much to recommend this new trend since Americans traditionally have advocated local control of their schools. The possible danger in this trend is that local districts, for various reasons, may make decisions detrimental to vocational education. For example, a district might hire a certificated subject matter teacher, who was already teaching in the system, to teach a newly organized occupational program. Another example, an ineffective subject matter teacher may become an ill-prepared coordinator of an occupational program. Many more examples could be cited of situations that could and do exist, but the above should suffice. The only protection against such practices, at present, is the state's school recognition system.

TABLE 14

PROGRAMS AND SCHOOLS SERVED BY PROVISIONAL VOCATIONAL CERTIFICATED PERSONNEL
(Junior College Personnel Excluded)

Program	Number	Type of School
Practical Nursing	8	Area Vocational
Practical Nursing	1	High School
Health Occupations	5	Area Vocational
Graphic Arts	2	Area Vocational
Electronics	2	Area Vocational
Auto Mechanics	2	Area Vocational
Welding	1	Area Vocational
Mechanical Specialization	1	Area Vocational
Quantity Foods	1	Area Vocational
Data Processing	1	Area Vocational
Building and Trades	1	Area Vocational
Metal Trades	1	Area Vocational
Diversified Occupations	1	Area Vocational
Unknown	1	High School
Total	28	

Unfortunately, these situations can exist for some time before revealed by a school evaluation study conducted for recognition purposes.

TEACHER CERTIFICATION

There is consideration being given to changing the organization and role of the State Teachers' Certification Board. The Report of the Task Force on Certification[4] had many significant recommendations for change. The changes in the organization of the State Teachers' Certification Board will

probably be slow and long term, however, the changes will undoubtedly mean that all segments of society will have greater representation on the board. Changes in certification procedures in the future will probably mean that: 1) the board will play an active role in evaluating and re-evaluating the qualifications of new and experienced teachers, 2) certification will be based more on performance, 3) local school districts will play a significant role in the professional growth of their teachers, 4) higher education will upgrade pre-service and in-service teaching programs with performance a prime factor and, 5) certain higher education institutions will offer programs that will train people to meet certification requirements who were not initially prepared to teach.

FORMAL EDUCATION VS OCCUPATIONAL EXPERIENCE

There is a trend toward hiring people with occupational experience to teach in occupational programs. Administrators express the wish that they would like to hire degree people who have the skills necessary to effectively teach occupational courses, but as one person stated, "It is very difficult to hire a young person who has a master's degree and any valuable occupational experience." There is a trend in junior colleges to make use of para-professionals in occupational programs. These people work with a fully trained teacher in many instances, in others they are completely responsible for the teaching process.

OCCUPATIONAL TRAINING IN HIGH SCHOOLS

With the rapid establishment of area vocational centers, high school administrators indicate that the trend to look to the area vocational centers for much of the occupational training will continue. The primary vocational education role of the high school will then be to provide prevocational training and career orientation. This is not to say all occupational training will leave the high school. Due to facilities, nature of the programs, location of the schools and public demand, some occupational training will remain in the high schools.

SELECTION OF PERSONNEL

There is a trend to hire or at least consider first the personnel presently in the school system for new teaching and administrative positions or replacements. This trend was initiated and supported by: 1) teacher organizations, 2) economic conditions and 3) the present surplus of certain types of teachers.

SUMMARY COMMENTS

There will be provisional vocational certificates after July 1, 1972. The only change has been the requirement of 30 hours of credit from a recognized institution of higher education. A person who is issued a provisional vocational

certificate must earn 60 college credit hours by July 1, 1974. The law is not retroactive, therefore, present provisional vocational certificated people are not affected. The question in the minds of vocational education administrators is whether or not hospitals, private and public that are not administered by institutions of higher education, will be defined as institutions of higher education. If not, the occupational nursing programs in Illinois schools could be seriously jeopardized. At this writing, no definition of an institution of higher education, in reference to the intent of the law, has been given.

Increase in local control of vocational education places great responsibility on the school districts to maintain and increase the quality of occupational programs. To insure quality instruction, there is a growing opinion among vocational education people and certifying agencies that some measure or measures of productivity should be developed if vocational education is to be accountable to students, employers and society in general.

IV. CONDITIONS WHICH MAY AFFECT THE SUCCESS OF PERSONNEL IN THEIR EDUCATIONAL CAREERS

No claim was made that this part of the study would isolate variables causing vocational education personnel to be ineffective in their professional careers. Rather variables were explored which might have had an effect on the performance of vocational education personnel. Productivity measurements are necessary to evaluate the effect of pertinent variables on the performance of educational personnel. However, no data relative to productivity were available.

SALARY SCHEDULES

The problem of equitably rewarding competent teachers is aggravated by the use of traditional salary schedules. These schedules recognize years of teaching experience and degrees for salary advancement. Naturally, teachers seek courses leading to advanced degrees so that salary increases will come their way. The danger is that some teachers may advance on the salary schedule but lose the race to keep their occupational skills current as demanded by the technological revolution.

To keep classroom and laboratory learning activities current with technology, nondegree people from the world of work were contracted to teach occupational programs. The traditional salary schedule caused problems. Can monetary rewards be dispensed equitably to nondegree people <u>via</u> a

salary schedule geared to academic degrees and years of teaching experience? Many "stop-gap" type solutions were developed; however, for the most part, nondegree people who want and need training in teaching methods and procedures are overlooked by existing salary schedules. This has reduced some schools competitiveness in attracting occupationally trained people.

NEED FOR ADDITIONAL EDUCATION COURSES

There was a definite interest shown for additional education expressed by the people included in this study. There were 339 completed returns and 299 people, 88.20 per cent, indicated an interest in furthering their education. The motivating forces for this volume of interest was unknown but there was a definite need evidenced by the volume of interest shown.

The subjects were asked to indicate areas in which they would like to take courses to further their education, Tables 15, 16, and 17. The purpose of this information was twofold, to get some implication of areas in which personnel nad a feeling of inefficiency and also to determine areas where higher education might give assistance. However, the reader should be cautioned not to make rash assumptions since many choices may have been made from the desire to complete an advanced degree program rather than to strengthen some teaching, counseling or occupational weakness. In reading

TABLE 15

HIGH SCHOOL VOCATIONAL EDUCATION PERSONNEL INDICATING INTEREST IN ADDITIONAL EDUCATION COURSES

Areas in which interest was indicated	Non-degree (N=1)		Bachelors (N=48)		Masters (N=69)		Specialists (N=7)		Doctors (N=0)	
	Interest		Interest		Interest		Interest		Interest	
	N	%	N	%	N	%	N	%	N	%
None	0	0	1	2	12	17	2	29	--	--
Curriculum Building	0	0	16	33	16	23	2	29	--	--
Occupational Experience	0	0	16	33	21	30	2	29	--	--
Technical	0	0	11	23	19	28	1	14	--	--
Vocational Guidance	0	0	22	46	25	36	3	43	--	--
Administration	1	100	10	21	20	29	1	14	--	--
Other	0	0	3	6	3	4	0	0	--	--

TABLE 16

AREA VOCATIONAL CENTER VOCATIONAL EDUCATION PERSONNEL INDICATING INTEREST IN ADDITIONAL EDUCATION COURSES

Areas in which interest was indicated	Non-degree (N=16)		Bachelors (N=44)		Masters (N=49)		Specialists (N=10)		Doctors (N=0)	
	Interest		Interest		Interest		Interest		Interest	
	N	%	N	%	N	%	N	%	N	%
None	2	13	4	9	4	8	1	10	--	--
Curriculum Building	11	69	12	27	15	31	3	30	--	--
Occupational Experience	3	19	13	30	16	33	3	30	--	--
Technical	8	50	22	50	16	33	2	20	--	--
Vocational Guidance	8	50	13	30	16	33	4	40	--	--
Administration	0	0	9	20	12	24	5	50	--	--
Other	2	13	4	9	3	6	0	0	--	--

TABLE 17

JUNIOR COLLEGE VOCATIONAL EDUCATION PERSONNEL INDICATING INTEREST IN ADDITIONAL EDUCATION COURSES

Areas in which interest was indicated	Non-degree (N=16)		Bachelors (N=19)		Masters (N=45)		Specialists (N=5)		Doctors (N=5)	
	Interest		Interest		Interest		Interest		Interest	
	N	%	N	%	N	%	N	%	N	%
None	2	13	2	11	3	7	1	20	1	20
Curriculum Building	5	31	5	26	14	31	0	0	2	40
Occupational Experience	4	25	4	21	13	29	2	40	2	40
Technical	6	38	7	37	14	31	2	40	0	0
Vocational Guidance	2	13	5	26	11	24	0	0	1	20
Administration	3	19	4	21	14	31	0	0	2	40
Other	0	0	5	26	7	16	2	40	1	20

this data, the reader should also keep in mind that a subject could select more than one interest area or course. In other words, he could check none or as many as six interest areas. A high percentage of the choices made by high school and area vocational center personnel were in vocational guidance, curriculum building and occupational experience. The choices made by junior college personnel followed in the same general pattern with considerable interest shown in technical and administration courses.

If a subject chose "other" he was instructed to state his interest area. Tabulation of the information gained from those who selected "other" are recorded in Table 18.

The subjects were next divided by type of school, degree earned and the amount of college credit earned in teaching methods courses. This was done to see if the amount of credit earned in teaching methods had any relationship to educational areas in which interest was expressed by the vocational personnel, Tables 19, 20, 21, 22, and 23.

Again, the reader must be aware that the subjects could make as many as six selections, therefore, the number of selections will exceed the number of subjects in each category.

The subjects were then divided by the type of school, degree earned and the amount of college credit earned in student teaching courses. This was done to ascertain if the amount of credit earned in student teaching was related to

TABLE 18

OTHER INTEREST AREAS INDICATED BY VOCATIONAL EDUCATION PERSONNEL ACCORDING TO DEGREE EARNED AND TYPE OF SCHOOL

Degree	Number	Interest Area
		High Schools
Bachelor	1	Engineering
Bachelor	1	Methods in business education
Bachelor	1	None specified
Master	1	Adult education
Master	1	Data processing
Master	1	Seminar on vocational education
		Area Vocational Centers
Nondegree	1	Counseling
Nondegree	1	Health occupations
Bachelor	1	Automotive shop skills
Bachelor	1	Education courses leading to a master's degree
Bachelor	1	Health occupations
Bachelor	1	Public health nursing
Master	1	School finance
Master	1	Student teaching
Master	1	Updating subject field
		Junior Colleges
Bachelor	1	Counseling
Bachelor	1	Data processing
Bachelor	1	Physiology
Bachelor	2	None specified
Master	1	Advanced work in research methods
Master	1	Child Psychology
Master	1	Clinical training (nursing)
Master	1	Education courses
Master	1	Mathematics and physics
Master	1	Occupational skills
Master	1	None specified
Specialist	1	English
Specialist	1	Diesel and hydraulics
Doctor	1	Labor relations

TABLE 19

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY LESS THAN BACHELOR DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN TEACHING METHODS COURSES

Areas in Which Interest Was Indicated	No Credit in Teaching Methods Courses						Some But Less Than 16 Hours Credit in Teaching Methods Courses						16 or more Hours Credit in Teaching Methods Courses					
	High Schools (N=1)		Area Voc. Centers (N=10)		Junior Colleges (N=14)		High Schools (N=0)		Area Voc. Centers (N=6)		Junior Colleges (N=2)		High Schools (N=1)		Area Voc. Centers (N=0)		Junior Colleges (N=0)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	0	0	2	20	2	14	0	0	0	0	0	0	0	0	0	0	0	0
Curriculum Building	0	0	5	50	5	36	0	0	6	100	0	0	0	0	0	0	0	0
Occupational Experience	0	0	2	20	2	14	0	0	1	17	2	100	0	0	0	0	0	0
Technical	0	0	5	50	6	43	0	0	2	33	0	0	0	0	0	0	0	0
Vocational Guidance	0	0	4	40	2	14	0	0	4	67	0	0	0	0	0	0	0	0
Administration	1	100	0	0	3	21	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	10	0	0	0	0	1	17	0	0	0	0	0	0	0	0

TABLE 20

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY BACHELOR DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN TEACHING METHODS COURSES

Areas in Which Interest Was Indicated	No Credit in Teaching Methods Courses						Some But Less Than 16 Hours Credit in Teaching Methods Courses						16 or More Hours Credit in Teaching Methods Courses					
	High Schools (N=2)		Area Voc. Centers (N=5)		Junior Colleges (N=5)		High Schools (N=27)		Area Voc. Centers (N=20)		Junior Colleges (N=10)		High Schools (N=19)		Area. Voc. Centers (N=19)		Junior Colleges (N=4)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	0	0	2	40	2	40	1	4	1	5	2	20	0	0	1	5	0	0
Curriculum Building	0	0	1	20	3	60	11	41	6	30	1	10	5	26	5	26	1	25
Occupational Experience	0	0	1	20	3	60	15	56	4	20	1	10	1	5	8	42	0	0
Technical	0	0	4	80	2	40	5	19	9	45	4	40	6	32	9	47	1	25
Vocational Guidance	0	0	1	20	2	40	17	63	3	15	2	20	5	26	9	47	1	25
Administration	0	0	0	0	0	0	6	22	3	15	2	20	4	21	6	32	2	50
Other	0	0	1	20	2	40	2	7	2	10	2	20	1	5	1	5	1	25

TABLE 21

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY MASTER DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN TEACHING METHODS COURSES

Areas in Which Interest Was Indicated	No Credit in Teaching Methods Courses			Some But Less Than 16 Hours Credit in Teaching Methods Courses			16 or More Hours Credit in Teaching Methods Courses		
	High Schools (N=1)	Area Voc. Centers (N=4)	Junior Colleges (N=6)	High Schools (N=32)	Area Voc. Centers (N=22)	Junior Colleges (N=25)	High Schools (N=36)	Area Voc. Centers (N=23)	Junior Colleges (N=14)
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
None	0 0	0 0	0 0	4 13	2 9	1 4	8 22	2 9	2 14
Curriculum Building	0 0	2 50	2 33	8 25	7 32	10 40	8 22	6 26	2 14
Occupational Experience	0 0	4 100	3 50	11 34	6 27	6 24	10 28	6 26	4 29
Technical	0 0	1 25	1 17	10 31	6 27	7 28	9 25	9 39	6 43
Vocational Guidance	1 100	1 25	1 17	14 44	7 32	3 12	10 28	8 35	7 50
Administration	0 0	0 0	2 33	10 31	7 32	7 28	10 28	5 22	5 36
Other	0 0	0 0	0 0	3 9	0 0	7 28	0 0	3 13	0 0

TABLE 22

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY SPECIALIST DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN TEACHING METHODS COURSES

Areas in Which Interest Was Indicated	No Credit in Teaching Methods Courses			Some But Less Than 16 Hours Credit in Teaching Methods Courses			16 or More Hours Credit in Teaching Methods Courses		
	High Schools (N=0)	Area Voc. Centers (N=0)	Junior Colleges (N=2)	High Schools (N=2)	Area Voc. Centers (N=4)	Junior Colleges (N=1)	High Schools (N=5)	Area Voc. Centers (N=6)	Junior Colleges (N=2)
	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %	No. %
None	0 0	0 0	0 0	0 0	0 0	0 0	2 40	1 17	1 50
Curriculum Building	0 0	0 0	0 0	1 50	1 25	0 0	1 20	2 33	0 0
Occupational Experience	0 0	0 0	2 100	2 100	1 25	0 0	0 0	1 17	1 50
Technical	0 0	0 0	1 50	0 0	1 25	0 0	1 20	1 17	1 50
Vocational Guidance	0 0	0 0	0 0	2 100	3 75	0 0	1 20	1 17	0 0
Administration	0 0	0 0	0 0	1 50	3 75	0 0	0 0	2 33	0 0
Other	0 0	0 0	0 0	0 0	0 0	1 100	0 0	0 0	0 0

TABLE 23

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY DOCTOR DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN TEACHING METHODS COURSES

Areas in Which Interest Was Indicated	No Credit in Teaching Methods Courses						Some But Less Than 16 Hours Credit in Teaching Methods Courses						16 or More Hours Credit in Teaching Methods Courses					
	High Schools (N=0)		Area Voc. Centers (N=0)		Junior Colleges (N=2)		High Schools (N=0)		Area Voc. Centers (N=0)		Junior Colleges (N=2)		High Schools (N=0)		Area Voc. Centers (N=0)		Junior Colleges (N=1)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	--	--	--	--	0	0	--	--	--	--	0	0	--	--	--	--	1	100
Curriculum Building	--	--	--	--	1	50	--	--	--	--	1	50	--	--	--	--	0	0
Occupational Experience	--	--	--	--	0	0	--	--	--	--	1	50	--	--	--	--	1	100
Technical	--	--	--	--	0	0	--	--	--	--	1	50	--	--	--	--	0	0
Vocational Guidance	--	--	--	--	1	50	--	--	--	--	0	0	--	--	--	--	0	0
Administration	--	--	--	--	1	50	--	--	--	--	0	0	--	--	--	--	1	100
Other	--	--	--	--	1	50	--	--	--	--	1	50	--	--	--	--	0	0

educational areas in which interest was indicated, Tables 24, 25, 26, 27, and 28.

All vocational education personnel having no college credit in teaching methods and those having no college credit in student teaching generally exhibited similar interests for additional education courses. Both groups indicated similar interest in curriculum building and vocational guidance courses.

Vocational education personnel having some but less than sixteen semester credit hours in teaching methods indicated they were mainly interested in vocational guidance, curriculum building and technical courses. The same was true for those having some but less than five semester credit hours of student teaching.

Vocational education personnel having more than sixteen semester credit hours of teaching methods and more than five semester credit hours of student teaching indicated interest in all types of courses with no distinct choice patterns.

A total of 529 selections were made by 334 people: 110 for vocational guidance, 108 for technical, 101 for curriculum building, 99 for occupational experience, 81 for administration courses and 30 selections for other types of courses.

TABLE 24

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY LESS THAN BACHELOR DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN STUDENT TEACHING COURSES

Areas in Which Interest Was Indicated	No Credit in Student Teaching						Some But Less Than 5 Hours Credit in Student Teaching						5 or More Hours Credit in Student Teaching					
	High Schools (N=1)		Area Voc. Centers (N=13)		Junior Colleges (N=14)		High Schools (N=0)		Area Voc. Centers (N=1)		Junior Colleges (N=2)		High Schools (N=0)		Area Voc. Centers (N=2)		Junior Colleges (N=0)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	--	--	2	15	2	14	--	--	0	0	0	0	--	--	0	0	0	0
Curriculum Building	--	--	9	69	5	36	--	--	1	100	0	0	--	--	1	50	0	0
Occupational Experience	--	--	3	23	2	14	--	--	0	0	2	100	--	--	0	0	0	0
Technical	--	--	6	46	6	43	--	--	1	100	0	0	--	--	1	50	0	0
Vocational Guidance	--	--	8	61	2	14	--	--	0	0	0	0	--	--	0	0	0	0
Administration	1	100	0	0	3	21	--	--	0	0	0	0	--	--	0	0	0	0
Other	--	--	2	15	0	0	--	--	0	0	0	0	--	--	0	0	0	0

TABLE 25

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY BACHELOR DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN STUDENT TEACHING COURSES

Areas in Which Interest Was Indicated	No Credit in Student Teaching						Some But Less Than 5 Hours Credit in Student Teaching						5 or More Hours Credit in Student Teaching					
	High Schools (N=3)		Area Voc. Centers (N=8)		Junior Colleges (N=11)		High Schools (N=3)		Area Voc. Centers (N=3)		Junior Colleges (N=0)		High Schools (N=42)		Area Voc. Centers (N=33)		Junior Colleges (N=8)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	0	0	0	0	1	9	0	0	0	0	0	0	1	2	4	12	1	13
Curriculum Building	1	33	1	13	4	36	3	100	1	33	0	0	12	29	10	24	2	25
Occupational Experience	1	33	0	0	4	36	2	67	1	33	0	0	13	31	12	36	0	0
Technical	0	0	4	50	5	45	0	0	2	67	0	0	11	26	16	48	2	25
Vocational Guidance	0	0	1	13	2	18	3	100	2	67	0	0	19	45	10	30	3	38
Administration	0	0	2	25	1	9	1	33	0	0	0	0	9	21	7	21	3	38
Other	0	0	2	25	2	18	1	33	1	33	0	0	2	5	1	3	3	38

TABLE 26

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY MASTER DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN STUDENT TEACHING COURSES

Areas in Which Interest Was Indicated	No Credit in Student Teaching						Some But Less Than 5 Hours Credit in Student Teaching						5 or More Hours Credit in Student Teaching					
	High Schools (N=2)		Area Voc. Centers (N=3)		Junior Colleges (N=14)		High Schools (N=3)		Area Voc. Centers (N=3)		Junior Colleges (N=7)		High Schools (N=64)		Area Voc. Centers (N=43)		Junior Colleges (N=24)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	2	100	2	67	0	0	1	33	0	0	1	14	9	14	2	5	2	8
Curriculum Building	0	0	1	33	4	29	0	0	1	33	3	43	16	25	13	30	7	29
Occupational Experience	0	0	2	67	5	36	2	67	0	0	1	14	19	30	14	33	7	29
Technical	0	0	1	33	7	50	1	33	0	0	1	14	18	28	15	35	6	25
Vocational Guidance	0	0	1	33	2	14	3	100	1	33	1	14	22	34	14	33	8	33
Administration	0	0	1	33	3	21	2	67	1	33	3	43	18	28	10	23	8	33
Other	0	0	0	0	1	7	0	0	0	0	1	14	3	5	3	7	5	21

TABLE 27

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY SPECIALIST DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN STUDENT TEACHING COURSES

Areas in Which Interest Was Indicated	No Credit in Student Teaching						Some But Less Than 5 Hours Credit in Student Teaching						5 or More Hours Credit in Student Teaching					
	High Schools (N=1)		Area Voc. Centers (N=1)		Junior Colleges (N=3)		High Schools (N=0)		Area Voc. Centers (N=2)		Junior Colleges (N=1)		High Schools (N=6)		Area Voc. Centers (N=7)		Junior Colleges (N=1)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	1	100	0	0	1	33	0	0	0	0	0	0	1	17	1	14	0	0
Curriculum Building	0	0	0	0	0	0	0	0	1	50	0	0	2	33	2	29	0	0
Occupational Experience	0	0	0	0	2	67	0	0	0	0	1	100	2	33	2	29	0	0
Technical	0	0	0	0	1	33	0	0	0	0	1	100	1	17	2	29	0	0
Vocational Guidance	0	0	1	100	0	0	0	0	1	50	0	0	3	50	2	29	0	0
Administration	0	0	1	100	0	0	0	0	1	50	0	0	1	17	3	43	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100

TABLE 28

INTEREST SHOWN IN ADDITIONAL EDUCATION COURSES BY DOCTOR DEGREE VOCATIONAL PERSONNEL IN HIGH SCHOOLS, AREA VOCATIONAL CENTERS AND JUNIOR COLLEGES ACCORDING TO AMOUNT OF COLLEGE CREDIT EARNED IN STUDENT TEACHING COURSES

Areas in Which Interest Was Indicated	No Credit in Student Teaching						Some But Less Than 5 Hours Credit in Student Teaching						5 or More Hours Credit in Student Teaching					
	High Schools (N=0)		Area Voc. Centers (N=0)		Junior Colleges (N=2)		High Schools (N=0)		Area Voc. Centers (N=0)		Junior Colleges (N=1)		High Schools (N=0)		Area Voc. Centers (N=0)		Junior Colleges (N=2)	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
None	--	--	--	--	0	0	--	--	--	--	0	0	--	--	--	--	1	50
Curriculum Building	--	--	--	--	1	50	--	--	--	--	0	0	--	--	--	--	1	50
Occupational Experience	--	--	--	--	1	50	--	--	--	--	0	0	--	--	--	--	1	50
Technical	--	--	--	--	0	0	--	--	--	--	1	100	--	--	--	--	0	0
Vocational Guidance	--	--	--	--	0	0	--	--	--	--	1	100	--	--	--	--	0	0
Administration	--	--	--	--	2	100	--	--	--	--	0	0	--	--	--	--	0	0
Other	--	--	--	--	0	0	--	--	--	--	1	100	--	--	--	--	1	50

DIFFICULTIES EXPERIENCED IN ACQUIRING EDUCATION COURSES

Vocational education personnel were asked to indicate the difficulties tnat tney nad experienced in acquiring additional credit in occupational, experience, education and guidance courses, Table 29.

The most concerning information given in this table was tnat 9.7 per cent of the subjects said that they desired courses wnicn were not offered by colleges. Several, voluntarily, made notations on the questionnaire form stating that they had not been able to get occupational experience, on-job skills, occupational guidance and health occupations courses.

VOCATIONAL GUIDANCE

Personnel serving high schools, area vocational centers and junior colleges as guidance counselors were predominantly trained as guidance counselors for academic students. At the time of this writing there were no educational institutions offering a major or minor in vocational guidance. Therefore, the typical person bearing the title of vocational guidance counselor was one who had earned three to six credit hours in courses that might be classified as vocational guidance.

There were few guidelines for the selection of vocational guidance counselors for occupational programs. For example, there was a considerable amount of uncertainty as

TABLE 29

DIFFICULTIES ENCOUNTERED BY VOCATIONAL EDUCATION PERSONNEL IN ACQUIRING ADDITIONAL CREDIT IN OCCUPATIONAL EXPERIENCE, EDUCATION AND GUIDANCE COURSES

Difficulty	Number	Percent
None	185	52.9
Teaching Schedule Does Not Permit Attending Courses	42	12.0
Travel Time to Colleges Offering Courses is Excessive	60	17.1
Do Not Have The Prerequisites in The Courses Needed	2	.6
Desired Courses Not Offered by Colleges	34	9.7
Other	27	7.7
Total	350	100.0

to the ratio of advisees to counselor for most effectively serving the needs of students. The average number of advisees per counselor in nigh schools, area vocational centers and junior colleges was 328.57, 566.67 and 300 respectively. The range in number of advisees per counselor for high schools was 200 to 400 and 200 to 1200 for area vocational centers. Each junior college counselor served 300 advisees.

Guidance counselors in this study had earned an average of 7.31 college credit nours in vocational guidance, Table 30.

TABLE 30

VOCATIONAL COUNSELING CREDIT EARNED
BY VOCATIONAL COUNSELORS

Credit Hours	Number	Per Cent
None	3	15.8
1 - 6	11	57.9
7 - 12	4	21.1
Over 12	1	5.2
Mean 7.31		

Three counselors, 15.8 per cent, had earned no credit in this area. Eleven counselors, 57.9 per cent, had one to six college semester hours of vocational guidance credit.

SUMMARY COMMENTS

In lieu of productivity ratings, salary schedules need modifying to adequately and fairly reward all teachers in our schools. Salary increases, logically, should be based on what happens to occupational students as a result of the efforts of vocational education personnel. Until school people in consultation with students and employers decide upon what is supposed to "happen" and how to measure it, salary increases cannot be indicative of teacher performance.

Vocational education personnel in this study indicated great interest in attending courses for the purpose of furthering their education. Vocational guidance and curriculum building courses were areas in which great interest was shown by the people surveyed. The interest in vocational guidance courses expressed by vocational education personnel is indicative of a need to which institutions of higher education should respond. Of the 339 people who completed returns, 299, 88.2 per cent, indicated interest in attending courses for college credit.

Sixty, 17.1 per cent, of the vocational education personnel stated that excessive travel time to colleges offering courses was the difficulty they had encountered in acquiring additional college credit. Thirty-four, 9.7 per cent, reported that the courses they desired were not offered by colleges. However, 185, 52.9 per cent, reported no difficulties were encountered in acquiring additional credit in occupational experience, education and counseling courses.

The vocational guidance counselor, typically, was an academically oriented guidance counselor who had earned three to six semester hours of college credit in vocational guidance. Few guidelines were available relative to the ratio of advisees to counselor. This problem was being considered by professional organizations and recognition agencies.

V. IMPLICATIONS FOR OTHER AGENCIES IN DETERMINING AND UPGRADING THE QUALIFICATIONS OF ALL PERSONNEL IN VOCATIONAL EDUCATION.

There was a large amount of interest in additional education courses expressed by the vocational education personnel in this study, as previously reported, pp. 43-45.

The personnel included in this study were actively pursuing education as indicated by the number of credit hours earned beyond their highest degree earned, Table 31.

TABLE 31

COLLEGE CREDIT EARNED BY VOCATIONAL EDUCATION PERSONNEL BEYOND HIGHEST DEGREE EARNED

	Some But Less Than Bachelor	Bachelor	Master	Specialist	Doctor
N	33	111	163	22	5
Mean	2.76	16.51	17.27	18	1.6
Standard Deviation	7.81	14.58	16.70	18.85	3.2

Bachelor degree people had an average of 16.51 credit hours beyond the bachelor degree. The number of credit hours beyond the bachelor degree ranged from zero to 82. Master degree people had an average of 17.27 credit hours beyond the master degree. The number of credit hours earned beyond the master degree ranged from zero to 75. Although the specialist and doctoral degrees are highly advanced

degrees, the personnel in those categories were also furthering their education, especially, the specialist degree people who had an average of 18 credit hours beyond the specialist degree.

The vocational education people in this study recently earned college credit, Table 32.

TABLE 32

TIME INTERVAL, IN YEARS, SINCE LAST COLLEGE CREDIT WAS RECEIVED BY VOCATIONAL EDUCATION PERSONNEL ACCORDING TO LATEST DEGREE EARNED

	Some But Less Than Bachelor	Bachelor	Master	Specialist	Doctor
N	33	111	163	22	5
Mean	1.03	2.68	2.89	4.61	3.6
Standard Deviation	3.38	4.12	3.33	7.42	3.5

Nondegree people, on the average, earned college credit within the past year. Bachelor and master degree people had acquired college credit within the past three years.

The subjects included in this study were asked to indicate the time most convenient for them to attend courses. A person could select one or more time periods. There were 471 selections made, Table 33, by 350 people.

TABLE 33

TIME MOST CONVENIENT FOR VOCATIONAL EDUCATION PERSONNEL TO ATTEND COURSES IN COLLEGE CREDIT

Time	Number of Selections	Per cent
None	51	10.8
Evenings	211	44.8
Saturdays	64	13.6
Summers	136	28.9
Other	9	1.9
Total Selections	471	100.0

Evenings accounted for 211, 44.8 per cent, of the selections. Summers were the second choice of this group accounting for 136, 28.9 per cent, of the selections. The subjects selecting "other" desired short courses, seminars and workshops held during the school day if schedules permitted.

When asked the distance (round trip) they would be willing to travel to attend courses for credit, non-degree, bachelor, master, specialist and doctoral degree people indicated they would travel an average distance of 35.06, 63.20, 27.93, 45.83 and 120 miles respectively, Table 34.

TABLE 34

DISTANCE (ROUND TRIP) VOCATIONAL EDUCATION PERSONNEL INDICATED THEY WOULD TRAVEL TO ATTEND COURSES

Miles	Some But Less Than Bachelor		Bachelor		Master		Specialist		Doctor	
	N	%	N	%	N	%	N	%	N	%
0-50	28	80.0	41	46.6	65	51.6	10	83.3	0	0
51-100	4	11.4	38	43.2	49	38.9	1	8.3	2	66.7
101-150	2	5.7	7	8.0	12	9.5	1	8.3	0	0
151-200	1	2.9	2	2.2	0	0	0	0	1	33.3
Total	35	100.0	88	100.0	126	100.0	12	100.0	3	100.0
Average Miles	35.06		63.20		27.93		45.83		120.00	

The data from this section of the study had some definite implications for higher education: 1) vocational education people in high schools, area vocational centers and junior colleges are interested in furthering their education, 2) they are interested in curriculum building, vocational guidance, technical, occupational experience and administration courses, 3) most desire courses taught in the evenings and during summers, and 4) they will drive a reasonable distance to attend courses. Higher education institutions may have to revamp their schedules to accommodate these people. Also, courses may have to be taken to

the people rather than have the people drive to the campuses of higher education institutions.

SUMMARY COMMENTS

The world-of-work has a great need for people with specialized skills. To fulfill this need the world-of-work looks to the student. The student looks to the occupational teacher to provide him with the skills he needs to succeed in the world-of-work. The occupational teacher looks to the institutions of higher education and occupational experience to provide him with the teaching and occupational skills necessary to provide the student with an occupational program which will assure employment and advancement in the world-of-work.

If the needs of the world-of-work are not fulfilled, the blame is thrust first on the student but soon moves and comes to rest on the teacher and higher education. The reasons for this are many, however, basic in all these reasons is the rapid change in technology. Higher education has the responsibility of providing teaching and current technological skills. Occupational experience of the teacher has also been relied upon to provide necessary technological skills. If an occupational teacher does not have both sets of skills, his students will be ill prepared for the world-of-work.

Occupational teachers who do not possess skills in methods of teaching and an understanding of the total teaching-learning process have little chance for success. On the other hand, a teacher who has the skills necessary for excellent teaching will surely fail if he is deficient in the occupational knowledge and skills needed in his occupational area.

In order for institutions of higher education to fulfill their responsibilities to vocational education personnel, training must be provided which will develop the professional and occupational competencies necessary to assure effective occupational programs. Adequate training in occupational programs will mean close co-operation between the institutions of higher education and representatives of the world-of-work. Where appropriate, courses should incorporate actual work experience in conjunction with classroom activities for which college credit is given.

In view of the requirement of 30 and 60 semester hours of college credit for the provisional vocational certificate, certifying agencies and governing boards will need to cooperate with institutions of higher education in developing educational programs for vocational personnel. These programs must provide vocational personnel with the professional and occupational competencies essential to conducting effective occupational programs. Unless adequate educational programs are developed, sufficient college

credit may be acquired by an applicant for the provisional vocational certificate with serious deficiencies in professional and occupational competencies. Applicants for certification should be evaluated in terms of the above characteristics for the occupational area he is entering. Re-evaluation of certificated people should be performed periodically to determine performance.

VI. FINDINGS

1. In this study 9.9 per cent of the people had less than a bachelor degree, 33.2 per cent had a bachelor degree, 48.9 per cent had a master degree, 6.6 per cent had a specialist degree and 1.4 per cent had a doctoral degree.

2. Provisional vocational certificates were held by 1.4 per cent of the people in this study.

3. A vocational teacher may meet the requirements for a provisional vocational certificate but lack the necessary subject area credit for recognition by the Division of School Evaluation, Supervision and Recognition, OSPI.

4. The new amendment to The School Code stated that as of July 1, 1972 provisional vocational certificated people must have earned 30 semester hours of college credit from a recognized institution of higher education. The new law is not retroactive.

5. Certification is not required of junior college personnel.

6. The average number of years in present position of high school personnel was 7.2 for teachers, 7.3 for counselors, and 14.3 for directors. The average number of years in present position for area vocational center personnel was 3.8 for teachers, 5.8 for counselors and 2.3 for directors. The average number of years in present position for junior college personnel was 3.0 for teachers, 3.0 for counselors and 4.0 for directors.

7. The average number of years of total teaching experience for high school personnel was 11.3 for teachers, 10.3 for counselors and 18.7 for directors. The average number of years of total teaching experience for area vocational center personnel was 8.8 for teachers, 12 for counselors and 22.2 for directors. The average number of years of total teaching experience for junior college personnel was 9.4 for teachers, 8.7 for counselors and 19.5 for directors.

8. The average student load per teacher was: high schools 69.32, area vocational centers 37.87 and junior colleges 60.05.

9. The average number of class hours per week per teacher was: high schools 21.5, area vocational centers 21.18 and junior colleges 17.33.

10. There were 182, 50.7 per cent, fulfilling responsibilities in addition to their primary educational roles.

11. The minimum recommended 2,000 hours of occupational experience was not met by 11.7 per cent of the teachers and 31.6 per cent of the counselors in this study.

12. Institutions of higher education, at the time of this writing, did not offer a major or minor in vocational guidance. The typical vocational guidance counselor in this study had an average of 7.3 semester credit hours in vocational guidance type courses.

13. It was found that traditional salary schedules were not constructed to reward productivity.

14. To evaluate vocational education personnel's qualifications for selection and promotion purposes the following criteria were mentioned most frequently: a) educational training, b) experience and c) whether or not the candidate was a present employee of the school system.

15. Personnel presently employed by schools were considered first in filling new teaching and administrative positions.

16. Salary schedules were the principal means of evaluating vocational education personnel for salary increases.

17. Schools offering occupational programs modified their salary schedules, in various ways, to recognize the occupational experience of vocational personnel.

18. Occupational experience was viewed by administrators as being extremely important for an occupational teacher. As a result, there was a trend in area vocational centers and junior colleges to hire non-degre personnel as teachers of occupational courses.

19. There was a trend for the high school to look to the area vocational center to assume much of the responsibility of providing occupational training.

20. Eighty-eight per cent of the people who returned completed questionnaires indicated an interest in attending college courses to further their education.

21. Vocational education personnel in this study were mainly interested in vocational guidance, curriculum building and technical courses.

22. Thirty four people, 9.7 per cent, reported that the college courses they desired were not offered.

23. Evenings were the time most convenient for vocational education personnel to attend college classes to further their education.

VII. RECOMMENDATIONS

The purposes of this study were to review the qualifications, needs, difficulties and working conditions of vocational education personnel in selected high schools, area vocational centers and junior colleges. Further, this study attempted to assess ways in which other educational agencies might assist in up-grading the qualifications of vocational education personnel in occupational programs. With the foregoing considerations, the following recommendations are given:

1. Appropriate steps should be taken to measure performance at all educational levels. Performance measurement should be accomplished in consultation with vocational education personnel, governing boards, certifying agencies, higher education personnel, students and representatives of the world-of-work.

2. Serious consideration should be given to reviewing performance periodically with certification contingent upon such performance.

3. Occupational competencies and formal education needed by vocational personnel should be developed and revised periodically as technological changes dictate for all occupational areas.

4. The cooperation of appropriate representatives of the world-of-work should be solicited in the planning and teaching of vocational programs at all educational

levels and the training of vocational personnel at institutions of higher education.

5. Occupational experience should be evaluated on the basis of its contribution to the teacher, counselor and director's professional effectiveness.

6. There are two agencies reviewing applications for provisional vocational certificates: a) Division of Vocational Education and Rehabilitation, and b) the Illinois State Teachers' Certification Board. The evaluation criteria used by these two agencies should be compatible with the minimum requirements of the School Evaluation, Supervision and Recognition Division of the Office of the State Superintendent of Public Instruction.

7. Higher education institutions should accommodate in-service vocational personnel by: a) offering courses which are geared to the needs of these people, b) offering courses in evenings and during summers, and c) holding classes in locations where sufficient numbers of people can be served without excessive travel on the part of the participants.

8. Guidance and counseling needs of occupational students should be studied to determine the professional and occupational competencies needed by vocational guidance and counseling personnel.

9. Changes in the requirements of vocational education personnel's qualifications and the administration

of vocational programs should be effected only after thorough study of the results of demonstration or pilot programs.

10. A serious study should be made of and consideration given to the benefits of certifying all educational personnel. This might include personnel in institutions of higher education as well as those in high schools and area vocational centers. Consideration should be given to extending certification to administrators, consultants and evaluators employed by state agencies and governing boards serving the State's educational system.

11. Certifying agencies and governing boards should cooperate with institutions of higher education in developing educational programs for vocational education personnel. This cooperation is essential if the 30 and 60 semester credit hour requirement for the provisional vocational certificate is to be meaningful in providing applicants with important professional and occupational competencies.

12. The variables explored in this study should be incorporated in a study measuring productivity with earnings, employment record and job satisfaction of the graduates of occupational programs as the criteria. This study should include graduates of high schools, area vocational centers and junior colleges.

REFERENCES CITED

1. Illinois State Teachers' Certification Board, Illinois State Teacner Certification Board Teachers' Certificates Issued from July 1, 1954 through June 30, 1971. 2pp.

2. Public Act 77-1184, SB 276, State of Illinois, March 18, 1961, p.2.

3. State of Illinois Board of Vocational Education and Rehabilitation, Vocational and Technical Education Division, "State Board Minimum Requirements: Standards for Approval of Personnel," Springfield, Illinois, 1972, pp 1-3.

4. Bakalis, Michael J., Superintendent of Public Instruction, "Report of the Task Force on Certification" Springfield, Illinois. May 5, 1972, p. 18.

5. Bakalis, Michael J., Chairman, State Teacher Certification Board, "Minimum Requirements for State Certificates," Springfield, Illinois: Office of State Superintendent of Public Instruction, May 1, 1972, 7 pp.

APPENDIX A

MINIMUM REQUIREMENTS FOR STATE CERTIFICATES

"No one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, and at least nineteen years of age.

I. STANDARD ELEMENTARY CERTIFICATE

The Standard Elementary Certificate is valid for 4 years for teaching in kindergarten through grade nine of the common schools. This certificate may be issued to graduates with a bachelor's degree from a recognized college who present certified evidence of having earned credits as follows:

	SEMESTER HOURS
A. General Education	78
1. Language Arts	9
2. Science	7
3. Social Science (including a course in American History and/or Government)	7
4. Humanities (including a minimum of one semester hour in Music and one semester hour in Art)	6
5. Mathematics	5
6. Health and Physical Education	3
7. Additional work in any above fields and/or Psychology (except Educational Psychology) to total	78
B. Professional Education	16
1. Educational Psychology (including Human Growth and Development)	2
2. Methods and Techniques of Teaching at the Elementary Level	2
3. History and/or Philosophy of Education	2
4. Methods of Teaching Reading	2
5. Student Teaching (grades K-9)	5
6. Electives in Professional Education may be taken from the above fields and/or Guidance, Tests and Measurements, and Instructional Materials to total	16
C. Electives	26
TOTAL	120

Note: Those who have had five semester hours of student teaching above grade nine and who have had successful teaching experience are not required to take another student teaching course at the elementary level.

II. STANDARD HIGH SCHOOL CERTIFICATE

The Standard High School Certificate is valid for 4 years for teaching in grades six through twelve of the common schools. This certificate may be issued to graduates with a bachelor's degree from a recognized college who present certified evidence of having earned credits as follows:

	SEMESTER HOURS
A. General Education	42
1. Language Arts	8
2. Science and/or Mathematics	6
3. Social Science (including a course in American History and/or Government)	6
4. Humanities	6
5. Health and Physical Education	3
6. Additional work in any above fields and/or Psychology (except Educational Psychology) to total	42
B. Professional Education	16
1. Educational Psychology (including Human Growth and Development	2
2. Methods and Techniques of Teaching at the Secondary Level or in a Teaching Field	2
3. History and/or Philosophy of Education	2
4. Student Teaching (grades 6-12)	5
5. Elective in Professional Education may be taken from the above fields and/or Guidance, Tests and Measurements, Methods of Teaching Reading, and Instructional Materials to total	16

Note: Those who have had five semester hours of Student Teaching below grade six and who have had successful teaching experience are not required to take another Student Teaching course at the secondary level.

C. One Major Area of Specialization	32
or	
Three Minor Areas of Specialization (18-20-24) each	54-72

Note: Courses which are counted as General Education may also be counted as part of hours required for major and/or minor areas of specialization.

D. Electives	0-30
TOTAL	120

III. STANDARD SPECIAL CERTIFICATE

The Standard Special Certificate is valid for 4 years for teaching the special subject(s) named on the Certificate in all grades of the common school. This certificate may be issued to graduates with a bachelor's degree from a recognized college who present evidence of having earned credits as follows:

	SEMESTER HOURS
A. General Education	42
1. Language Arts	8
2. Science and/or Mathematics	6
3. Social Science (including a course in American History and/or Government)	6
4. Humanities	6
5. Health and Physical Education	3
6. Additional work in any above fields and/or Psychology (except Educational Psychology) to total	42
B. Professional Education	16
1. Educational Psychology (including Human Growth and Development)	2
2. Methods and Techniques of Teaching in the area of Specialization	2
3. History and/or Philosophy of Education	2
4. Student Teaching in area of Specialization.	5
5. Electives in Professional Education may be taken from the above fields and/or Guidance, Tests and Measurements, Methods of Teaching Reading, and Instructional Materials to total	16

Note: Those who have nad five semester hours of Student Teaching experience need not take Student Teaching in the field of specialization.

C. Areas of Specialization	32

Note: Courses which are counted as General Education may be also counted as part of the hours required for the area of specialization.

D. Electives	30
TOTAL	120

E. The Standard Special Certificate is valid for teaching and supervising when the holder files evidence of a master's degree including 8 semester hours of graduate Professional Education and 2 years teaching experience.

IV. SCHOOL SERVICE PERSONNEL CERTIFICATE

A School Service Personnel Certificate with an endorsement in Guidance may be issued to an applicant who has the required 32 semester hours in Guidance and who qualifies for a Standard Certificate, or possesses a Standard Certificate of some type.

After July 1, 1971, a master's degree is required.

A School Service Personnel Certificate with a School Social Work endorsement may be issued to an applicant who has the Master of Social Work degree from a graduate school of social work accredited by the Council on Social Work Education.

All school social workers presently certified by the Office of the Superintendent of Public Instruction shall be automatically approved for the School Social Work endorsement on the new School Service Personnel Certificate upon application.

A School Service Personnel Certificate with a School Psychologist endorsement may be issued to persons who have been graduated with a master's degree or higher degree in psychology or educational psychology from an institution of higher learning which maintains equipment, course of study, and standards of scholarship approved by the Superintendent of Public Instruction, including a minimum of fifty-six (56) semester hours of psychology or educational psychology, undergraduate or graduate with the proper distribution. In addition, an applicant must have had at least one (1) year of supervised professional psychological experience with children of school age, preferably in a school setting and under the supervision of an individual qualified as a supervising psychologist.

(See Article XIV, Section E. Rule 14. 11 of The School Code.)

V. PROVISIONAL CERTIFICATE

Until July 1, 1972, the State Teacher Certification Board may issue the Provisional Certificate, valid for two years of teaching in the elementary, high school, or special subject fields, to an applicant who has a bachelor's degree earned with a recognized institution of higher learning. To obtain the Provisional High School or Provisional Special, in addition, the applicant must have a teaching field.

A certificate earned under this plan may be renewed at the end of each two-year period upon evidence filed with the State Teacher Certification Board that the holder has earned 8 semester hours of credit 4 of which must be in the specific deficiencies, within the period; provided all requirements for the Standard Certificate shall be met by the end of the second

renewal period. The holder of a Provisional Certificate issued prior to July 1, 1964, shall meet the requirements at the end of the sixth renewal period. A second Provisional Certificate shall not be issued to avoid renewal requirements. A second Provisional Certificate cannot be issued to an applicant who previously has a certificate of the same grade issued after August 5, 1963.

After July 1, 1972, the State Teacher Certification Board may issue a provisional certificate valid for elementary, high school, or special subject fields, provided the following requirements are met:

1. An individual must meet the requirements for a regular teaching certificate in another State.

2. An individual must present certified evidence of having earned a bachelor's degree from a recognized institution of higher learning.

3. The academic and professional courses offered as a basis of the provisional certificate must be courses approved by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

A certificate earned under this plan is valid for 2 years and shall not be renewed.

VI. PROVISIONAL VOCATIONAL CERTIFICATE

The State Teacher Certification Board may issue a Provisional Vocational Certificate. The requirements for a Provisional Vocational Certificate shall be determined by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

The following requirements must also be met:

1. After July 1, 1972, at least 30 semester hours of credit from a recognized institution of higher learning must be completed.

2. After July 1, 1974, at least 60 semester hours of credit from a recognized institution of higher learning must be completed.

The courses offered as a basis for the issuance of the Provisional Vocational Certificate shall be approved by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

VII. PROVISIONAL FOREIGN LANGUAGE CERTIFICATE

The Provisional Foreign Language Certificate may be issued to a person who is not a citizen of the United States, provided such person has filed a Declaration of Intent to become a citizen. Other requirements include a bachelor's degree with at least a total of 120 semester hours, a minimum of 32 semester hours in a foreign language (a maximum of 12 semester hours may be in English provided English is not the native tongue) and at least 20 semester hours in the language to be taught. After July 1, 1972, the Provisional Foreign Language Certificate will no longer be issued.

VIII. GENERAL CERTIFICATE

The State Teacher Certification Board, upon the request of the employing board, may issue a General Certificate for teachers of Adult Education subjects. The certificate is valid for teaching the subject or subjects named on the certificate. The local board certifies the training and experience that qualifies the applicant for teaching in the field. Application can be made only on Form G secured from the State Teacher Certification Board office.

IX. TEMPORARY CERTIFICATE FOR TEACHERS OF TRAINABLE MENTALLY HANDICAPPED

Temporary Certificates for teachers of Trainable Mentally Handicapped children may be issued to graduates with a bachelor degree from a recognized institution of higher learning who have earned not fewer than 120 semester hours of credit. Certificates expire June 30 following the date of issue, but may be renewed annually if the holder earns 5 semester hours of credit which must be approved by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

X. SUBSTITUTE

The Superintendent of an Educational Service Region may request a Substitute Certificate valid for teaching in any county. The certificate may be issued to an applicant who has (1) another valid certificate, (2) a bachelor's degree, or (3) two years teaching experience and who has earned a minimum of 60 semester hours of college credit (including 6 semester hours in Professional Education) with a fully recognized institution of higher learning.

XI. ADMINISTRATIVE CERTIFICATE

The Administrative Certificate valid for 4 years for teaching, supervising and administering in the public common schools may be issued to persons who have graduated from a recognized institution of higher learning with a master's degree and who have been certified by these institutions of higher learning as having completed a program of preparation for one or more of these endorsements. Such programs of academic and professional preparation required for endorsement shall be administered by the institution in accordance with standards set forth by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

Any limited or life supervisory certificate issued prior to July 1, 1968, shall continue to be valid for all administrative and supervisory positions in the public schools for which it is valid as of that date as long as its holder meets the requirements for registration or renewal as set forth in the statutes or until revoked according to law.

The administrative or supervisory positions for which the certificate shall be valid shall be determined by one or more of 3 endorsements: General Supervisory, General Administrative and Superintendent. Endorsements shall be made under conditions as follows:

1. The General Supervisory endorsement shall be affixed to the Administrative certificate of any holder who has at least 16 semester hours of graduate credit in professional education including 8 semester hours of graduate credit in curriculum and research and who has at least 2 years of full-time teaching experience in public schools, schools under the supervision of the Illinois Youth Commission, schools under the administration of Vocational Rehabilitation or in nonpublic schools meeting the standards established by the Superintendent of Public Instruction or comparable out-of-state recognition standards approved by the Superintendent of Public Instruction.

Such endorsement shall be required for supervisors, curriculum directors and for such similar and related positions as determined by the Superintendent of Public Instruction in consultation with the State Teacher Certification Board.

2. The General Administrative endorsement shall be affixed to the Administrative certificate of any holder who has at least 20 semester hours of graduate credit in educational administration and supervision and who has at least 2 years of full-time teaching experience in public schools, schools under the supervision of the Illinois Youth Commission, schools under the administration of Vocational Rehabilitation or in nonpublic

schools meeting the standards established by the Superintendent of Public Instruction or comparable out-of-state recognition standards approved by the Superintendent of Public Instruction.

3. The Superintendent endorsement shall be affixed to the Administrative certificate of any holder who has completed 30 semester hours of graduate credit beyond the master's degree in a program for the preparation of superintendents of schools including 16 semester hours of graduate credit in professional education and who has at least 2 years experience as an administrator, or supervisor in the public schools, or in nonpublic schools, meeting the standards established by the Superintendent of Public Instruction or comparable out-of-state recognition standards approved by the Superintendent of Public Instruction while holding a general supervisory or general administrative endorsement, or who has had 2 years of experience as a supervisor or administrator while holding an all-grade supervisory certificate or a certificate comparable in validity and educational and experience requirements.

After June 30, 1968, such endorsement shall be required for a superintendent of schools, except as provided in the second paragraph of this section.

The School Code of Illinois has been amended eliminating United States Citizenship as a requirement for a certificate under certain conditions. The State Teacher Certification Board will now require that all noncitizens show evidence of citizenship by Naturalization or file a Declaration of Intent to become a citizen of the United States when making application for a certificate.

These minimum requirements for Illinois certificates, detailed above, are for applicants applying not as graduates of Illinois Approved Entitlement Programs or out-of-state recommended NCATE Programs.

The Out-of-State NCATE Program Validation Form should be prepared by the respective institution of higher learning and should accompany official transcript when making application. If the college has NCATE approval and certifies that the applicant has been graduated from a particular type of NCATE program, and if statutory requirements are met, then this office accepts the recommendation for the type of certificate desired."[5]